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ABSTRACT

A description of the Graduate Management Admission Council's New Matriculants Survey focusing on school selection by Masters of Business Administration students is presented. Four sections are as follows: (1) reasons for applying and enrolling (including student differences in reasons for applying); (2) who applies to more than one school (e.g., demographic characteristics and school related characteristics); (3) do multiple admittees differ from multiple appliers (e.g., how many are admitted to more than one school and employment characteristics); and (4) reasons multiple admittees did not enroll in the second choice school. Highlights of the survey findings are: 60% of the respondents applied only to one school, school location was the single most important factor in the students' application and enrollment decisions; and both school quality reasons and school cost or convenience factors are important to these application and enrollment choices. However, except among matriculants at the most highly competitive schools, convenience and/or cost reasons are consistently more important than school quality in this process of school selection by students. (SM)

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Ross M. Stolzenberg
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First Results from the
GMAC's New Matriculants Survey

School Selection by Students

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First Results from GMAC's New Matriculants Survey:

SCHOOL SELECTION BY STUDENTS

Ross M. Stolzenberg

Roseann Giarrusso

March, 1988

Views expressed in this report are those of the authors and do not necessarily reflect those of the Graduate Management Admission Council.

EXECUTIVE SUMMARY

SCHOOL SELECTION BY STUDENTS

I. INTRODUCTION AND OVERVIEW

A. The Issues and Their Importance

How MBA students select the schools they attend is obviously a key element of the graduate management admissions process. Yet, while much is known about the relative competitiveness and selection criteria of *schools*, there is virtually no systematic national information about the basis on which MBA students make their application and enrollment decisions. Knowledge of the application and enrollment motivations and behaviors of MBA students is important. At the very least, such knowledge should enhance the planning capabilities of graduate management schools and better enable them to meet students' stated needs.

The GMAC's New Matriculants Survey, described below, asked a representative national sample of over two thousand new MBA students a wide range of questions about their school selection decisions. The student responses permit us to address such issues as:

- What were the most important reasons why students applied to, and ultimately enrolled in, their current school?
- Do these reasons vary among different demographic groups of students, or among those at schools with varying admissions competitiveness and accreditation status?
- Who applies to more than one school, and why?
- Who is admitted to more than one school, and does this group differ from other "multiple appliers?"

B. Selected Highlights

We believe that the answers to these questions are instructive, and in some cases surprising. Some selected highlights of our findings are as follows:

- Sixty percent of the respondents applied *only* to one school, i.e., the graduate management program which they currently attend.

- School *location* was the single most important factor in the students' application and enrollment decisions.

- More generally, we find that both *school quality* reasons and *school cost or convenience factors* are important to these application and enrollment choices. However, except among matriculants at the most highly competitive schools, *convenience and/or cost reasons are consistently more important than school quality* in this process of school selection by students.

Results reported in this document present a detailed profile of students' school selection behavior and motivation, and also contain some practical implications, e.g., for programs seeking to broaden their base of applicants.

II. THE NEW MATRICULANTS SURVEY

This report is based on data collected in the New Matriculants Survey, a major survey research program carried out under the auspices of GMAC. A representative national sample of graduate management schools and students attending these schools was selected. The survey achieved response rates of 93 percent from sampled graduate schools of business and approximately 73 percent from sampled individuals. Detailed questionnaires were completed with a guarantee of complete confidentiality by slightly more than 2,000 students. The survey itself was conducted by the National Opinion Research Center (NORC), a respected research organization affiliated with the University of Chicago.

This study deals with information on one very important group: *matriculants*. It would be inappropriate to over-generalize to other groups not represented by these student respondents.

III. STUDENTS' REASONS FOR APPLYING AND ENROLLING

Survey respondents were permitted to list, in their own words, up to three reasons why they decided to *apply* to the graduate business school that they attend. NORC staff then classified each response into one of 15 categories. For instance, reasons such as "Close to home" or "Convenient for job location" were classified as Convenient Location, while comments such as "Program reputation" or "Recognized nationwide" were classified as a "School Prestige" reason for attending.

A. Reasons for Applying

1. Specific Reasons

Table 1 presents, in descending order, the percentage of respondents who cite any of the 15 categories as a first, second or third reason for applying to their current school.

Table 1 -- Proportion of Respondents Mentioning Various Reasons for Applying to the School at Which They Ultimately Matriculated

Reason	Number of Times Reason Mentioned	Percent of Respondents Mentioning Reason at Least Once
Location	1232	63.7
School Prestige	736	38.1
School Quality	451	23.3
Financial Reasons	350	18.1
Time Schedule	305	15.7
Familiarity	187	9.7
References	160	8.3
Degrees Offered	154	8.0
Curriculum	137	7.1
Program Length	96	5.0
Accredited Programs	92	4.7
Good Instructors	75	3.9
Better Resources	38	1.9
GMAT Scores	10	0.5
Other	383	19.8
Total	4405	

Convenient location, mentioned by 63.7 percent of the respondents, was by far the most frequently cited reason and the only one included by a majority of students. School prestige and school quality followed, respectively mentioned by nearly 40 percent and almost 25 percent of the students. Of course, there may be considerable overlap between "Prestige" (the category for answers which emphasized program reputation or recognition) and "Quality" (which captured statements of direct knowledge, such as "Wider variety of course study" or "Best master's program in state"). But, even if every respondent who mentioned prestige really meant program quality, it would still be true that more students mentioned location than quality as a reason for application. Thus, it appears that location plays a very large role --perhaps surprisingly so -- in school selection.

While financial considerations, mentioned by about 18 percent of respondents, rank below only location and school prestige and quality, it is perhaps more striking to consider this proportion in reverse: more than four out of five respondents *do not* mention finances as a factor affecting their decision to apply to the school at which they ultimately matriculated. This result suggests that if financial considerations loom large in the decision-making of more than a small minority of business school applicants, then it is primarily the applicants who do not attend business school at all -- a group excluded from the New Matriculants Survey -- for whom financial reasons are important decision-making criteria.

Finally, we briefly address the surprising lack of frequency with which students mentioned such factors as good instructors (3.9%) and better resources (e.g., computers, 1.9%) as reasons for applying to their school. These results appear to contradict the conventional wisdom that excellent instruction and ample resources are important to students. It is, however, possible that students who identify overall program quality or reputation as reasons for applying do indeed have such instruction quality and resources in mind, but simply do not see fit to mention these specific factors separately.

2. Types of Reasons: School Quality vs. Cost/Convenience

Students' reasons for applying to schools fall into two major categories: factors related to school quality and reasons related to the cost or convenience of attending a particular school. Our analysis uses this important distinction.

Figure 1 displays the percent of respondents who mention *both* school quality *and* cost/convenience reasons at least once in their list of reasons for applying, as well as the percentages who mention *one type of reason but not the other* and who mention neither at all. More than half the respondents (58.3%) cite both school quality and cost or convenience factors. However, note that 24.1 percent of the respondents mentioned at least one cost or convenience reason but no quality reason, while 15.2 percent of the students mentioned a school quality reason but no cost or convenience related factor. Hence, this analysis suggests that cost and convenience reasons are somewhat more important than school quality reasons, but not dramatically so, in the overall context of student application decisions.

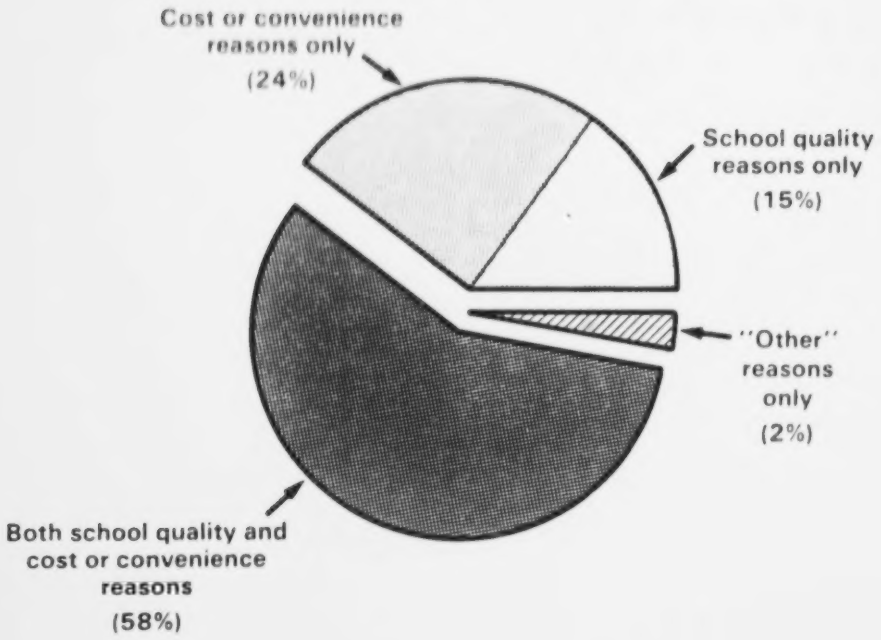
Cost or convenience reasons only (24%)
School quality reasons only (15%)
"Other" reasons only (2%)
Both school quality and cost or convenience reasons (58%)

Figure 1 -- Percent of Respondents who Mention Various Combinations of School Quality and School Cost or Convenience as Reasons for Applying to the School in which they Matriculated

Another, related approach to this same issue is to take the reason mentioned *first* by each student, on the presumption that respondents would have listed their most important reasons for applying before their less important ones. Slightly more than 40 percent of new matriculants cited reasons related to school quality first, while just over 50 percent of the respondents mentioned factors of school cost or convenience first. In short, the data show that both types of reasons are important to most students, but cost and convenience reasons appear to be more important to most students.

B. Reasons for Enrolling

Since it is possible that students enroll at a school for different reasons than they apply, respondents were also asked to list up to three reasons why they decided to enroll at this particular school. On balance, we find a high but far from perfect consistency between the type of principal reason why students apply to a school and the first reason for deciding to enroll in it: About seven out of 10 respondents (68.4 %) who *applied* for a quality-related reason also decided to *enroll* for a quality-related reason, and nearly eight of every 10 students (77.6%) who applied for a cost- or convenience-related reason also decided to attend for that type of reason.

On the whole, the distribution of reasons for enrollment parallels the pattern observed in the reasons for application to the program in which the student ultimately matriculated: Substantially, though not dramatically, more students base their decision on reasons of convenience or cost than on reasons pertaining to school quality.

C. Student Differences in Reasons for Applying

We examine the ways in which reasons for application vary with certain basic characteristics -- such as students' age, sex, full- versus part-time enrollment status and school admissions competitiveness -- of respondents in the New Matriculants Survey. Again, the analysis is based on the first, and therefore probably most important, reason mentioned for application.

1. Absence of Important Differences By Age or Sex

We divided respondents into five age categories but found no meaningful relationship between age of students and the principal type of reason for application. Similarly, there were only trivial differences between the responses of males and females.

2. Notable Differences By Enrollment Status

Figure 2 displays the category of first reason for enrollment separately for respondents who are full- and part-time students. Full-time students are more likely to mention school quality reasons than cost or convenience reasons, while part-time students are more likely to mention cost or convenience reasons.

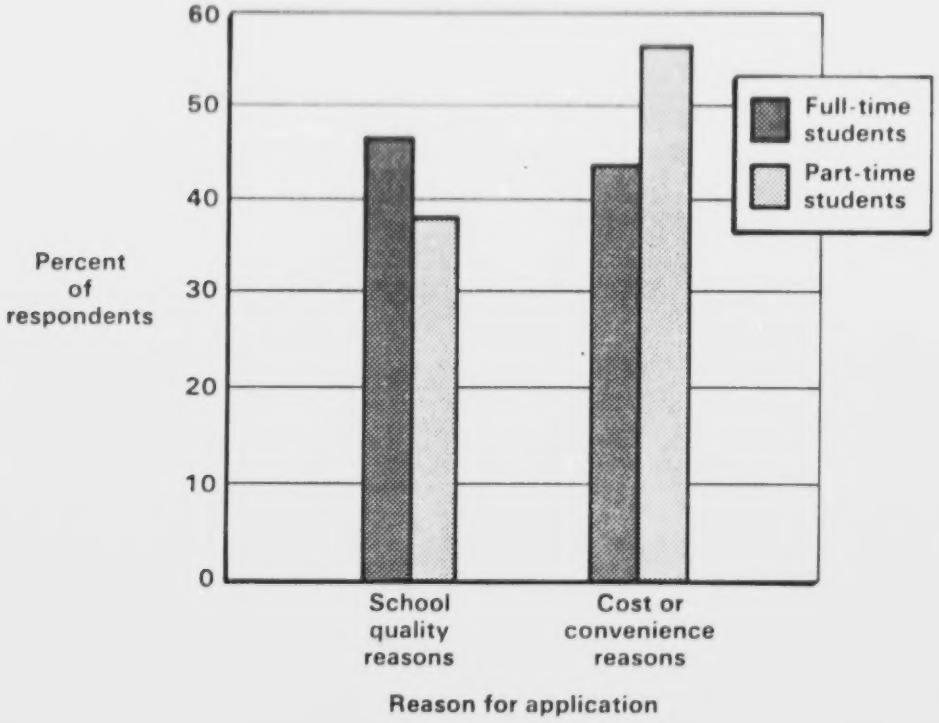

Figure 2 -- Students' First Reason for Application to the School in which they Matriculated, by Enrollment Status

3. Important Differences By School Accreditation Status and Admissions Competitiveness

Figure 3 shows that matriculants' first reason for application varies substantially by the accreditation status and admissions competitiveness of the school which the student attended. (Accreditation status refers to the *American Assembly of Collegiate Schools of Business* (AACSB) accreditation rating held by the school at the time of the New Matriculants Survey.)

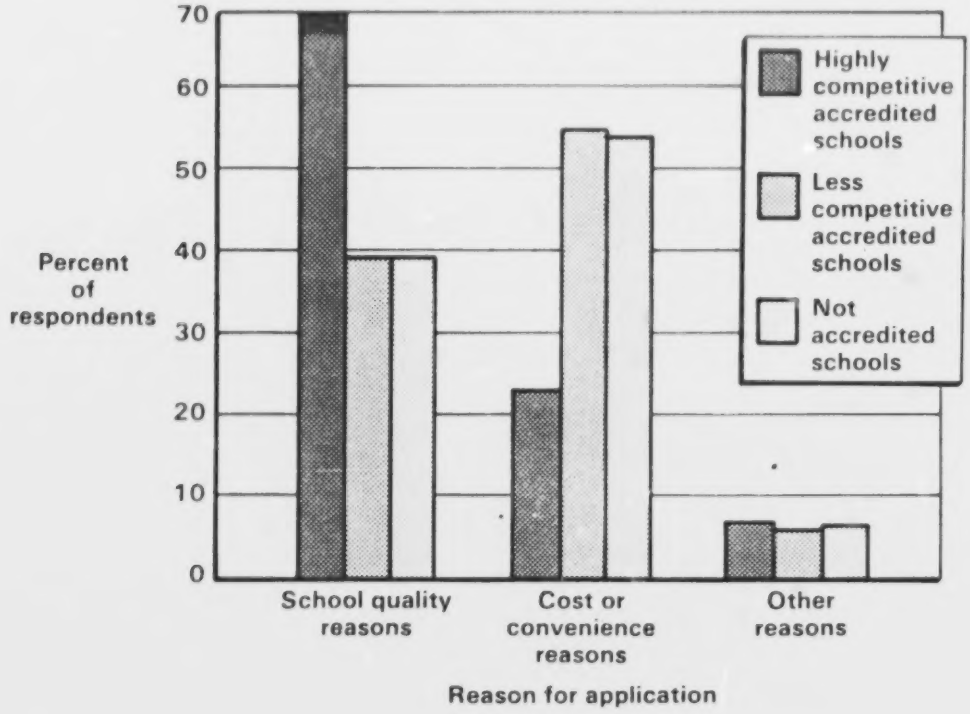

Figure 3 -- Students' First Reason for Application to the School in which they Matriculated, by School Accreditation Status and Admission Competitiveness

About seven out of ten students enrolled in highly competitive accredited schools identify school quality reasons for applying. By contrast, about four out of ten students who attend less competitive accredited schools and unaccredited schools report first reasons related to educational quality. Among respondents at these unaccredited and less competitive accredited schools, cost and convenience factors outweigh school quality reasons for application to graduate management programs.

IV. WHO APPLIES TO MORE THAN ONE SCHOOL?

Respondents were asked whether, during the last three years, they had applied to any graduate management schools other than the one they were currently attending. We refer to persons who answered yes as "multiple appliers."

Table 2 -- Number of Schools, other than Current School, to which Respondents Applied

No. of Other Schools	No. of Respon-dents	Percent of all Respon-dents
0	1230	60.1
1	304	14.8
2	184	9.0
3	118	5.8
4	78	3.8
5	51	2.5
6	25	1.2
7	13	.6
8	20	1.0
9	8	.4
10	9	.4
11	6	.3
14	0	.0
Total	2046	100.0%

Table 2 shows the number of schools, other than the current school, to which respondents applied. The most interesting single finding is that 60 percent of the students applied to *no other schools.*

A. Demographic Characteristics and Multiple Application

We find significant differences between multiple appliers and students who applied to only one school on the basis of respondents' age, sex, foreign/domestic status, race and family background as measured by father's educational attainment. Multiple appliers are more likely to be younger, male, foreign, Asian and to have higher status family backgrounds. For virtually every criterion on which we find that multiple appliers differ from other students, we also find meaningful differences among multiple appliers in the number of schools to which they applied.

Probably the most striking difference along these lines derives from the foreign/domestic status of students. Well over half of the foreign respondents (54.6%) were multiple appliers, compared to 38.5 percent of domestic students. Moreover, on average the foreign multiple appliers sought admission to 4.4 additional schools, nearly twice as many as domestic multiple appliers (2.4 additional schools). We advance several hypotheses which might explain these patterns: relative to U.S. citizens, foreign applicants may (1) perceive lower admission chances at any given school, and compensate by applying to many more programs; (2) be more willing to attend a school that is not their first choice; and/or (3) misinterpret discouraging pre-application feedback from schools at which they would not gain admission.

B. School-Related Characteristics and Multiple Application

Both respondents' enrollment status as full-time or part-time students and their schools' accreditation status appear to be strongly related to multiple application. Full-time students are more than twice as likely as part-time students to have applied to more than one graduate business school. Furthermore, among multiple appliers only, full-time students sought admission to an average 3.3 schools in addition to the one they currently attend, nearly twice the 1.7 figure for part-time students.

Accreditation status and admissions competitiveness also make a big difference. Over 67 percent of those enrolled in accredited schools with highly competitive admissions are multiple appliers, compared to 45 percent of those in less competitive accredited schools, and 25 percent of those in unaccredited schools.

These findings on the relationship between school characteristics and multiple application lend themselves to interpretations which are consistent with our earlier findings on *reasons* for applying. Recall that part-time students and those at less competitive accredited or unaccredited schools tend to base their application decisions heavily on factors such as cost and (especially) locational convenience. Hence, it does not seem remarkable that such students would be relatively unlikely to be multiple appliers.

C. Student Mobility and Multiple Application

This notion of constraints which limit students' ability to apply to many schools is supported by the data on two range-limiting factors: employment status and marital status. In the case of employment status, only 27.8 percent of those working full-time were multiple appliers, compared to 46.7 percent of students working part-time and 62.4

percent of respondents who are not working for pay. The extent of job commitment appears to limit the geographic range of schools to which a student could commute. Respondents who receive employer support for their MBA program were also far less likely to be multiple appliers.

Marital status matters too. Nearly half of the students who have never married, seemingly the most geographically mobile group, applied to additional schools; less than a third of the married students and less than a fifth of those in other statuses (separated, divorced, widowed) were multiple appliers.

V. DO MULTIPLE ADMITTEES DIFFER FROM MULTIPLE APPLIERS?

To paraphrase an old adage, many apply but fewer are chosen: multiple appliers do not necessarily become multiple admittees (those admitted to more than one graduate management program). In fact 34.1 percent of the New Matriculants multiple appliers were admitted to only one school. Another 35.5 percent were accepted by two and only 30.4 percent were accepted by three or more schools.

A. Demographic Characteristics and Multiple Admissions: No Differences

Do the multiple admittees differ from other students by demographic characteristics, as we found to be the case for multiple appliers? Apparently not: Our analyses of respondents' age, sex, race and ethnicity, foreign/domestic status and father's educational attainment reveals no meaningful relationship between any of these factors and the likelihood that a student is a multiple admittee.

B. School-Related Characteristics and Multiple Admissions

We find no relationship between full- or part-time enrollment status and multiple admissions. However, there is an association of accreditation status and admissions competitiveness with multiple admissions. Nearly 78 percent of the multiple appliers at the most highly competitive accredited schools were multiple admittees. That percentage of multiple admittees drops to 66.6 percent for less competitive accredited schools, and to 55.2 percent for respondents at unaccredited schools. For readers who expect that more able students are more likely both to attend highly competitive schools and to experience multiple admissions, this result is hardly startling. Perhaps more surprising is the finding that a substantial portion (22 percent) of multiple appliers at the most competitive accredited schools were accepted at only the one school that they attended at the time of the survey. Consequently, admission to one elite, highly competitive school

does not necessarily reflect a generalized ability to obtain admissions at all schools to which a student applies.

In a related analysis, we also compared the admissions competitiveness and accreditation status of the schools which multiple admittees attended to those characteristics of the reported second-choice school to which those students were admitted. We find that the second choice schools are usually *but not always* equal or lower in admissions competitiveness and accreditation status than the school attended. For instance, slightly over half of the multiple admittees who matriculated at unaccredited schools listed a second-choice school in the less competitive, accredited group. So it seems that for many students, the "right" school is not necessarily the one which ranks highest on the ladder of accreditation and admissions competitiveness. This finding is entirely consistent with our earlier results concerning the importance of cost and convenience factors in students' application and enrollment decision-making.

C. Employment Characteristics and Multiple Admissions

We find no evidence of a statistical relationship between multiple admissions and length of respondents' employment experience or their employers' support for graduate education. These results are in line with the general drift of our results on multiple admittees: they do not differ significantly from other multiple appliers who were only admitted to one graduate management school.

VI. REASONS FOR *NOT* ATTENDING THE SECOND-CHOICE SCHOOL

A. Reasons for Not Enrolling

The New Matriculants Survey asked multiple admittees why they chose *not* to attend the school which they designated as their second choice among the graduate management schools which admitted them. Table 3 shows the reasons that these multiple admittees gave for not enrolling in the second choice school. School location, mentioned by 26.3 percent of these respondents, led the list, closely followed by financial reasons at 24.6 percent, and after that by school quality (18.9%) and school prestige (12.7%).

Table 3 -- Proportion of Multiple Admittees Mentioning Various Reasons for Not Enrolling in their Second-Choice School

Reason	Number of Times Reason Mentioned	Percent of Respondents Mentioning Reason at Least Once
Location	128	26.3
Financial Reasons	120	24.6
School Quality	92	18.9
School Prestige	62	12.7
Program Length	34	7.1
Time Schedule	25	5.2
Curriculum	22	4.5
Degrees Offered	18	3.7
Familiarity	14	2.9
Better Resources	13	2.7
Accredited Programs	12	2.4
Good Instructors	10	2.0
References	7	1.5
GMAT Scores	1	0.1
Other	184	37.6
Total	744	

More generally, we find that about 42 percent of respondents mentioned school quality reasons at least once, while 55 percent mentioned cost or convenience factors at least once. This is about the same magnitude of difference between the types of reasons that we found earlier on application and enrollment for all respondents. Additional analyses, for example of the first mentioned reason for not enrolling, support a similar conclusion: School quality reasons and school cost or convenience reasons are each significant factors in students' decisions not to enroll in their second choice school, but the cost and convenience considerations are again somewhat more important than school quality.

B. Differences Among Multiple Admittees in Reasons for Not Enrolling

Do the demographic and school related factors that we have previously examined help to highlight differences among multiple admittees in reasons for not enrolling in their second choice schools? The patterns we find in examining this set of questions are remarkably similar to our initial results on the factors associated with reasons for applying. Specifically, these reasons are not significantly related to respondents' age and sex, are somewhat more likely to be cost and/or convenience based for part-time than full-time students, and are strongly associated with whether respondents attend the most competitive accredited schools. Just over half of the multiple admittees at such elite schools listed a quality related response as their first reason for not enrolling in the second-choice school. Conversely, school cost or convenience factors continued to predominate among students at accredited, less competitive and at unaccredited schools.

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PREFACE

This document reports basic information about the way MBA students choose among different graduate schools of business and management. It is based on the Graduate Management Admission Council's New Matriculants Survey, which gathered data on 2,053 first-year students at ninety-one U.S. graduate schools of business and management between April and December of 1985. The survey is based on a two-stage sample that was designed to be representative of both schools and students: first, schools were randomly sampled, and then random samples of students were drawn from each sampled school. The survey achieved response rates of 93 percent from schools and 73 percent from students. The vast majority of respondents completed a lengthy written questionnaire that had been mailed to them; a few responded to an abbreviated questionnaire that was administered by telephone. To the best of our knowledge, this is the only survey that provides a wide range of data on the attitudes and characteristics of a nationally representative sample of MBA students.

This report is one of a series of documents intended to make large volumes of tabular material accessible to persons whose everyday business requires knowledge of the characteristics of students enrolled in MBA programs in the United States. This report is written specifically for persons who do not have formal training in mathematical statistics or survey research methods.

ACKNOWLEDGEMENTS

A number of persons and organizations were involved in the design and execution of the GMAC New Matriculants Survey. William Broesamle, president of GMAC, conceived the project and supported it vigorously. The Board of Trustees and the Research Committee of the Graduate Management Admission Council (GMAC) supervised the project from start to finish. Ross M. Stolzenberg of GMAC formulated basic design specifications for the project. Along with the National Opinion Research Center (NORC), a survey research organization affiliated with the University of Chicago, Stolzenberg and John Abowd of the University of Chicago Business School established specific survey and sample-design parameters and held basic responsibility for all aspects of the survey. Sampling and some broader issues were dealt with by Martin Frankel of City University of New York and NORC. A committee led by Abowd and assisted by Martha Mandilovitch of NORC constructed the questionnaire and conducted the Chicago-area survey pretest and pretest analysis. Committee members included R. Darrell Bock, Edward P. Lazear, and Christopher Winship. The cooperation of sampled schools was obtained through the joint efforts of GMAC and NORC, and the survey was fielded and processed by NORC staff under the supervision of Martha Mandilovitch and Woody Carter. Chris Beard of NORC supervised the data processing. In addition to co-authorship of this document, Roseann Giarrusso did much preliminary analysis to assure the quality of the New Matriculants Survey Data. James Lehman and Leslie Duncan assisted with production of this manuscript; David R. Snyder prepared the executive summary. We are very grateful to many people for their efforts on this project, especially to those at each sampled school who took pains to see that student lists were properly compiled so that survey mailings and follow-up telephone calls could be conducted properly. Without their help, the efforts of all others connected with this project would have been for naught.

SCHOOL SELECTION BY STUDENTS

Respondents to the New Matriculants Survey were asked to state the number of graduate management schools to which they applied for admission, the number of schools to which they were admitted, their reasons for applying to these schools, and their reasons for selecting the school in which they ultimately matriculated. This chapter uses their responses to these questions to provide some information about how MBA matriculants choose among different graduate management programs. In section one, we describe students' reasons for seeking admission to the school in which they ultimately matriculated. In section two, we examine the number of schools to which students applied. In a surprising result, data show that the majority of respondents to the New Matriculants Survey applied only to the school at which they matriculated. Therefore, section two also describes differences between respondents who applied to only one school and those who applied to several schools. Section three of this chapter describes differences between respondents who were admitted to more than one school and those who were admitted only to the school in which they matriculated. Finally, in section four, we examine the school choices of students who were admitted to more than one school. Section four compares characteristics of the schools which these students attended to characteristics of schools to which they were admitted but chose not to attend. Further, this section examines these students' stated reasons for not enrolling in the school of their second choice.

A Cautionary Note. All data have limitations, and the New Matriculants Survey is no exception. In the tabulations reported in this chapter, a key limitation is restriction of the sample to persons who actually matriculated in graduate management programs. In this chapter, when we discuss students' reasons for applying to a school, we are in fact discussing the reasons stated by persons who applied, were admitted, and entered that school. Such people probably differ substantially from persons who applied but were not admitted, from those who were admitted but did not attend, and from those who would have liked to have attended, but thought their chances of gaining admission or satisfying program requirements were too slight even to warrant application. So while the New Matriculants Survey data provide important information about one very important set of people -- matriculants -- care is required to avoid over-generalizing from this survey of students to the entire population of people who could have been, or would liked to have been students in graduate management programs.

I. REASONS FOR APPLYING AND ENROLLING

A. Reasons for Applying

Students were asked to state the name of the graduate business school they attend, and then were asked, "Why did you decide to apply to this particular school?" Respondents were permitted to list up to three reasons in their own words. After reviewing all responses to this question NORC personnel created 15 categories of response, as shown in Figure 1, and classified each response into one of these categories.

Figure 1 -- A Classification of Reasons for Selecting Particular MBA Programs

Categories	Examples
1. School/Program Quality	"Best master's program in state" "Wider variety of course study"
2. Curriculum	"Computer emphasis" "Core class-concept used"
3. Good Instructors	"Better professors" "Good faculty"
4. Better Resources	"Good computer facilities"
5. Accredited Programs	"Has AACSB accreditation"
6. School Prestige	"Program reputation" "Recognized nationwide"
7. Degrees Offered	"Offers a masters in taxation" "The dual degree arts/administration programs"
8. References	"Friends/coworkers recommended it" "Heard they had a pretty good program"
9. GMAT Scores	"GMAT scores were high enough"
10. Financial Reasons	"Relatively modest cost" "It is a state supported school"
11. Time Schedule	"Able to attend class at night" "Could work at the same time"
12. Program Length	"One year program"

continued ...

Figure 1 continued...

Categories	Examples
13. Convenient Location	"Close to home" "Convenient for job location"
14. Familiarity	"Got undergraduate degree there"
15. Other	"I had a lot of time to spare" "School solicited my application"

Table 1.1 presents, in descending order, the percentage of respondents who cite any of the 15 categories as either their first, second, or third reason for applying to their current school. (Because each respondent can indicate none, one, two, or three different responses, the percentages in Table 1.1 need not and do not sum to 100).

Table 1.1 -- Proportion of Respondents Mentioning Various Reasons for Applying to the School at Which They Ultimately Matriculated

Reason	Number of Times Reason Mentioned	Percent of Respondents Mentioning Reason at Least Once
Location	1232	63.7
School Prestige	736	38.1
School Quality	451	23.3
Financial Reasons	350	18.1
Time Schedule	305	15.7
Familiarity	187	9.7
References	160	8.3
Degrees Offered	154	8.0
Curriculum	137	7.1
Program Length	96	5.0
Accredited Programs	92	4.7
Good Instructors	75	3.9
Better Resources	38	1.9
GMAT Scores	10	0.5
Other	383	19.8
Total	4405	

Notes: (a) This table is based on the responses of 1934 respondents. 115 persons were given the short form of the questionnaire which did not include this question. 4 persons given the long form of the questionnaire did not respond to this question. (b) Since students could give up to three answers, column percents sum to more than 100%.

Notice in Table 1.1 that convenient location was both the most frequently mentioned reason and the reason mentioned by the largest proportion of respondents. In fact, convenient location was the *only* reason mentioned by a majority of students. Following at considerable distances are school prestige, given as a reason by about two-fifths of respondents, and school quality, which was named by just under one-fourth of the students surveyed. Faculty seeking relief from the unkind cuts of students will find

nothing cheerful here, as only 3.9 percent of respondents mentioned good instructors as a reason for choosing their school.

Of course, what people say sometimes differs from what they mean, and so it is possible that answers coded as *prestige* were instead intended to convey *quality*. But even if every respondent who mentioned prestige meant quality, and if no individual mentioned both prestige and quality, it would still be true that more respondents mentioned location than quality as a reason for application. Thus, it appears that location plays a very big role in school selection.

Finally, it seems worthwhile to draw attention to the apparent position of financial considerations in the list of reasons shown in Table 1.1. While about 18 percent of respondents mention financial factors as a reason, it is perhaps more striking to note this proportion in reverse: more than four out of five respondents *do not* mention finances as a factor affecting their decision to apply to the school at which they ultimately matriculated. This result suggests that if financial considerations loom large in the decision-making of more than a small minority of business school applicants, it is primarily the applicants who do not attend business school at all for whom financial considerations are an important decision-making criterion.

In Table 1.2, we combine students' reasons for applying to schools by simply distinguishing reasons related to perceived school quality from reasons related to the cost or convenience of attending a particular school. (Reasons one through nine in Figure 1 are categorized as quality-related, and reasons 10 through 14 are classified as related to cost or convenience.) Looking at Table 1.2, note that slightly more than 73 percent of respondents mention quality as a reason for application, and slightly more than 82 percent mention the cost or convenience of attending a particular school as a reason.

Table 1.2 -- Percent of Respondents who Mention Quality-Related Reasons and Percent of Students who Mention Cost or Convenience-Related Reasons for Applying to the School in which they Matriculated

Reason Category	Mentioned At Least Once	Not Mentioned At All	Total
School Quality Reasons	73.5 1421	26.5 513	100% 1934
School Cost or Convenience Reasons	82.5 1595	17.5 339	100% 1934

Notes: This table is based on the responses of 1934 respondents. 115 persons were given the short form of the questionnaire which did not include this question. 4 persons given the long form of the questionnaire did not respond to this question.

Finally, in Table 1.3, we briefly attempt to understand the extent, if any, to which respondents who mention quality are distinct from those who mention cost and convenience as factors which affected their decisions to apply to the schools in which they ultimately matriculated. Looking at Table 1.3, notice that about 58 percent mentioned both quality and cost/convenience factors. This is considerable, but not complete overlap: about 24 percent mention convenience or cost reasons but not school quality factors, and approximately 15 percent mention quality but not cost or convenience. About 1.6 times as many respondents mentioned only cost/convenience factors as mentioned only quality reasons.

Table 1.3 -- Percent of Respondents who Mention Various Combinations of School Quality and School Cost or Convenience as Reasons for Applying to the School in which they Matriculated

School Quality Reasons	School Cost or Convenience Reasons: Mentioned At Least Once	School Cost or Convenience Reasons: Not Mentioned At All	Total
Mentioned at least Once	58.3% 1128	15.2% 293	73.4% 1421
Not Mentioned At All	24.1% 467	2.4% 46	26.5% 513
Total	82.5% 1595	17.5% 339	100.0% 1934

Notes: (a) This table is based on the responses of 1934 respondents. 115 persons were given the short form of the questionnaire which did not include this question. 4 persons given the long form of the questionnaire did not respond to this question. (b) Due to rounding, percents may not sum to exactly 100.0%.

It seems reasonable to suspect that some reasons for applying to a school were more important to respondents than others, and that respondents tended to list their more important reasons before their less important reasons. Accordingly, it seems appropriate to pay particular attention to the first reason mentioned, and Table 1.4 displays respondents' first stated reason for applying to the school in which they eventually matriculated. Looking at Table 1.4, notice that slightly more than half the respondents cited cost or convenience reasons for choosing to apply to their school, and slightly more than 40 percent cited school quality as their first reason for application.

Table 1.4 -- First Mentioned Reason for Application to the School in which Respondent Ultimately Matriculated

Reason Category	Number	Percent
School Quality Reasons	820	42.4%
School Cost or Convenience Reasons	991	51.2
Other	123	6.3
Total	1934	100.0%

Notes: (a) This table is based on the responses of 1934 respondents. 115 persons were given the short form of the questionnaire which did not include this question. 4 persons given the long form of the questionnaire did not respond to this question. (b) Due to rounding, percents may not sum to exactly 100.0%.

Like our tabulations based on multiple reasons for applying to the school in which students ultimately matriculated, Table 1.4 shows that reasons based on the perceived quality of schools' educational offerings are mentioned somewhat less frequently than reasons based on the cost or convenience of attending the programs they offer. In later sections of this chapter we will examine some characteristics which differentiate students who mention quality reasons from those who mention cost and convenience. However, we now turn our attention to students' reasons for *enrolling* (rather than merely applying) to the programs in which they ultimately matriculated.

B. Reasons for Enrolling

Because it is possible that students enroll at a school for different reasons than they apply, respondents were also asked "Why did you decide to enroll at this particular school?" [i.e. the school at which you are currently enrolled]. Again, respondents were permitted to list up to three reasons in their own words. Their responses were coded according to the same categories used to classify their reasons for applying to different schools. Table 1.5 presents the distribution of types of reasons for enrollment. And, to

determine whether students' reasons for enrollment in a school to which they were admitted differ substantially from their reasons for applying to that school, Table 1.6 displays the cross-tabulation of reasons for enrollment against reasons for application. As in some previous tabulations reported in this chapter, these tables are based only on the reason mentioned first by each respondent.

Looking at Table 1.5, notice that about one out of three respondents (35.3 percent) report enrolling for reasons related to perceived educational quality and that about four out of nine (46.6 percent) state that their decision to enroll was based on reasons related to the cost or convenience of attending the MBA program in which they ultimately matriculated. In enrollments as in applications, these results show that substantially more students base their decisions on reasons of convenience or cost than on reasons pertaining to school quality.

Table 1.5 -- First Mentioned Reason for Enrollment at the School in which Respondent Ultimately Matriculated

Reason Category	Number	Percent
School Quality Reasons	671	35.3
School Cost or Convenience Reasons	886	46.6
Other	342	18.0
Total	1899	100.0%

Notes: (a) This table is based on the responses of 1899 respondents. 115 persons were given the short form of the questionnaire which did not include this question. 39 persons given the long form of the questionnaire did not respond to this question. (b) Due to rounding, percents may not sum to exactly 100.0%.

Table 1.6 shows that 514 respondents, or about 27 percent of those represented in the table, report different types of first reasons for applying and for deciding to enroll in the school which they ultimately decided to attend. Thus, there appears to be some

dissimilarity between primary reasons for applying to a school and primary reasons for choosing to enroll in that school, once admitted to it. These differences notwithstanding, however, there is *considerable* overlap between the first reason for applying to a school and the first reason for deciding to enroll in it: About seven out of 10 respondents (68.4 percent) who applied for a quality-related reason also decided to enroll for a quality-related reason, and about eight out of 10 respondents (77.6 percent) who applied for a cost- or convenience-related reason also decided to attend for that type of reason.

Table 1.6 -- First Mentioned Reason for Enrollment by First Mentioned Reason for Application to the School in which Respondent Ultimately Matriculated

	Reason for Enrollment			
Reason for Application	School Quality	School Cost or Convenience	Other	Total
School Quality	68.4 550	12.4 100	19.2 154	100.0% 805
School Cost or Convenience	11.3 110	77.6 755	11.1 108	100.0% 972
Other	8.8 11	25.2 31	65.9 80	100.0% 122

Notes: (a) This table is based on the responses of 1899 respondents. 115 persons were given the short form of the questionnaire which did not include either of these questions. 30 persons given the long form of the questionnaire did not respond to one or both of these questions. (b) Due to rounding, percents may not sum to exactly 100.0%. (c) Due to weighting of the sample, cell frequencies may not sum to row totals.

C. Student Differences in Reasons for Applying

We now examine the ways in which reasons for application vary with certain basic characteristics of respondents to the New Matriculants Survey. We direct our attention to students' age, sex, their enrollment status (full-time or part-time) and the type of school in which they are enrolled (highly competitive accredited, less competitive accredited, or unaccredited).

1. Age

In Table 1.7, we divide respondents into five age groups and, for each group, show the distribution of reasons for application to the school at which respondents ultimately matriculated. As in some of our earlier analyses, we divide these reasons into two major types (perceived quality and cost or convenience), and we limit our tabulations to the first, and therefore probably most important, reason mentioned. Scrutinizing Table 1.7, we discern no meaningful relationship between the age of students and the type of reason which they report motivated them to apply to the school in which they ultimately matriculated.

Table 1.7 -- Students' First Reason for Application to the School in which they Matriculated, by Age on January 1, 1986

Age Group	Reason for Application			
	School Quality	School Cost or Convenience	Other	Total
23 and under	41.3	49.7	9.0	100.0%
	164	197	36	397
24 through 26	44.9	49.6	5.5	100.0%
	293	323	36	652
27 through 30	41.5	50.6	7.9	100.0%
	181	220	34	435
31 through 35	39.6	56.9	3.6	100.0%
	95	136	8	239
36 and over	42.1	53.9	4.1	100.0%
	86	111	8	206

Notes: (a) This table is based on the responses of 1928 respondents. 115 persons were given the short form of the questionnaire which did not include the question on application. 10 persons given the long form of the questionnaire did not respond to one or both of these questions. (b) Due to rounding, percents may not sum to exactly 100.0%. (c) Due to weighting of the sample, cell frequencies may not sum to row totals.

2. Sex

Table 1.8 tabulates first-mentioned reason for application by respondent sex. We can discern no substantial differences between males and females in this table.

Regardless of gender, a greater proportion of students applied to their current school for reasons of convenience or cost rather than for school or program quality.

Table 1.8 -- Students' First Reason for Application to the School in which they Matriculated, by Sex of Respondent

	Reason for Application			
Sex of Respondent	School Quality	School Cost or Convenience	Other	Total
Males	43.1	49.8	7.2	100.0%
	519	599	86	1204
Females	41.2	53.8	5.0	100.0%
	298	390	36	725

Notes: (a) This table is based on the responses of 1929 respondents. 115 persons were given the short form of the questionnaire which did not include the question on application. 9 persons did not respond to one or both of these questions. (b) Due to rounding, percents may not sum to exactly 100.0%. (c) Due to weighting of the sample, cell frequencies do not always sum to row totals.

3. Full- or Part-Time Enrollment Status

In Table 1.9, we tabulate the category of first reason for enrollment by the respondent's status as a full- or part-time student. (Throughout this chapter, "part-time" refers not only to the 1002 students who are enrolled part-time, but also to the 39 students who described their enrollment status as "other."). Notice that first reasons of full-time students are more likely to fall into the school quality category than into the cost or convenience category. But first reasons of part-time students are more likely to fall into the cost/convenience category than into the quality category.

Table 1.9 -- Students' First Reason for Application to the School in which they Matriculated, by Enrollment Status

Enrollment Status	Reason for Application: School Quality	School Cost or Convenience	Other	Total
Full-Time	47.2 421	44.2 393	8.6 76	100.0% 890
Part-Time	38.5 400	57.1 593	4.5 46	100.0% 1039

Notes: (a) This table is based on the responses of 1930 respondents. 115 persons were given the short form of the questionnaire which did not include the question on application. 8 persons given the long form of the questionnaire did not respond to one or both of these questions. (b) Due to rounding, total percents may not sum to exactly 100.0%.

4. Accreditation Status and Admissions Competitiveness of School in which Student Matriculated

In Table 1.10, we tabulate the first reason for application by the accreditation status and admissions competitiveness of the school which the student attended at the time of the New Matriculants Survey. (Throughout this chapter, accreditation status refers to the *American Assembly of Collegiate Schools of Business* (AACSB) rating held by the school at survey time.) Again, these first reasons are divided into the same two categories used previously, perceived school quality and cost or convenience of attending the school. The first column of Table 1.10 reveals that seven out of every ten of those enrolled in highly competitive accredited schools name school quality reasons. In contrast, about four out of every ten students enrolled in less competitive accredited schools and unaccredited schools report reasons related to the educational quality of the school which they attended. The second column of Table 1.10 shows that students from highly competitive accredited schools are less than half as likely as students at other

schools to mention first reasons related to cost or convenience. Although one should hesitate to over-interpret results of simple cross-tabulations, it seems reasonable to characterize these differences as dramatic.

Table 1.10 -- Students' First Reason for Application to the School in which they Matriculated, by School Accreditation Status and Admission Competitiveness

School Accreditation Status and Admission Competitiveness	Reason for Application			
	School Quality	School Cost or Convenience	Other	Total
Highly Competitive, Accredited	70.0 146	23.0 48	7.1 15	100.0% 208
Less Competitive Accredited	39.1 405	54.9 569	6.0 62	100.0% 1037
Not Accredited	39.1 269	54.3 374	6.6 46	100.0% 688

Notes: (a) This table is based on the responses of 1934 respondents. 115 persons were given the short form of the questionnaire which did not include the question on application. 4 persons given the long form of the questionnaire did not respond to one or both of these questions. (b) Due to rounding, percents may not sum to exactly 100.0%. (c) Due to weighting of the sample, cell frequencies may not sum to row totals.

D. Summary

A substantial number of students mention both school or program quality, and convenience or cost when giving up to three reasons for applying to their current school.

However, when we consider students' first or primary reason for applying to the school in which they matriculated, we find that more students applied for reasons of convenience or cost than for perceived school or program quality. We also find that students tended to enroll at their current school for the same reasons for which they applied. However, there are some variations among students in their reasons for applying to their current school. Although, there are no differences among age groups or between males and females, there are variations based on school characteristics. Full-time students are more likely than part-time students to have applied to their current school because of its perceived quality than because of its convenience or low cost. Also, students enrolled in highly competitive accredited schools are more likely than students enrolled in less competitive accredited schools or unaccredited schools to have applied for reasons of school or program quality.

II. WHO APPLIES TO MORE THAN ONE SCHOOL?

Respondents were asked if, in the last three years, they had applied to any graduate management schools other than the one they were currently attending. In the remainder of this chapter, we refer to such persons as "multiple appliers." Table 2.1 reveals that 60% applied to *no other schools*. Table 2.2 displays the number of schools other than the school to which the respondent applied. Looking at Table 2.2, notice that 37 percent of those who applied to more than one school applied to only one other than the school they attended at the time of the survey. And about 60 percent of these multiple-appliers applied to one or two schools other than the school they attended at survey time.

Table 2.1 -- Proportion of Respondents who, in the Last Three Years, Applied to Any Schools other than the School in which they Matriculated

Application to Multiple Schools	No. of Respondents	Percent
Applied to other schools too	818	40.0%
Did not apply to any other schools	1230	60.0%
Total	2048	100.0%

Notes: This table is based on the responses of 2048 respondents. 5 persons did not respond to this question.

Table 2.2 -- Number of Schools, other than Current School, to which Respondents Applied

No. of Other Schools	No. of Respon-dents	Percent of all Respon-dents[a]	Percent of Multiple Appliers[b]
0	1230	60.1	na[c]
1	304	14.8	37.2
2	184	9.0	22.6
3	118	5.8	14.5
4	78	3.8	9.6
5	51	2.5	6.3
6	25	1.2	3.1
7	13	.6	1.6
8	20	1.0	2.4
9	8	.4	1.0
10	9	.4	1.0
11	6	.3	.7
14	0[d]	.0[d]	.0[d]
Total	2046	100.0%	100.0

Notes: [a]Percent of all respondents who answered this question. [b]Percent of all respondents who applied to more than one or more schools in addition to the school they attended at the time of the survey. [c]By definition, multiple appliers applied to at least one other school. [d]Due to weighting of sample, this nonzero number rounds to zero. (a) This table is based on the responses of 2046 respondents. 4 persons did not respond to one or both of these questions. 3 persons who reported they were admitted to a greater number of schools than they applied were eliminated from the analysis. (b) Due to rounding, percents may not sum to exactly 100.0%.

It seems important to question the extent, if any, to which multiple appliers differ from other students. A thorough answer is beyond the scope of this report, but some progress seems possible by seeing how, if at all, multiple appliers differ from single appliers on a fairly standard set of social science descriptive dimensions

(demographic characteristics such as age, gender, ethnicity, country of origin, and father's education), school attendance characteristics such as full-time or part-time enrollment, the type of school in which the student is enrolled (accreditation status and competitiveness of admissions), and the student's employment characteristics such as whether or not the student is employed, and if so whether or not the employer defrays any educational expenses.

A. Demographic Characteristics and Multiple Application

1. Age

Table 2.3 reveals substantial differences among age groups in the prevalence of multiple application. Looking at Table 2.3, notice that as age increases, the proportion of students who applied to additional schools decreases. However, the decrease is most substantial beginning with age thirty-one. At thirty-one, the proportion of students applying to an additional school drops from 41 percent to 26 percent.

Table 2.3 -- Proportion of Respondents who, in the Last Three Years, Applied to any Schools other than their Current School, by Age on January 1, 1986

Age Group	Applied To More than One School: Yes	No	Total
23 and under	50.7	49.3	100.0%
	207	201	409
24 through 26	44.1	55.9	100.0%
	299	379	679
27 through 30	40.8	59.2	100.0%
	185	268	453
31 through 35	25.6	74.4	100.0%
	66	193	260
36 and over	23.1	76.9	100.0%
	51	169	220

Notes: (a) This table is based on the responses of 2020 respondents. 33 persons did not respond to one or both of these questions. (b) Due to weighting of the sample, cell frequencies may not sum to row totals.

In Table 2.4, we restrict our examination to *only* those respondents who applied to more than one graduate school of management. Looking at this table, notice that younger multiple appliers tend to have applied to more schools than older multiple appliers. For example, students twenty-three and under applied to an average of 3.2 additional schools, whereas students thirty-six and over applied to an average of 1.8 additional schools. In combination with previous findings, this result suggests a general

decline with age in the number of schools to which students apply. However, we lack data necessary to determine if this decline is due to greater efficiency or greater timidity by older students.

Table 2.4 -- Mean Number of Additional Schools to which Multiple Appliers Applied, by Age on January 1, 1986

	Number of Additional Schools		
Age Group	Mean	Standard Deviation	Number of Respondents
23 and under	3.1865	2.2325	207
24 through 26	2.6256	1.9152	300
27 through 30	2.5525	2.2302	187
31 through 35	2.7003	2.5150	64
36 and over	1.7617	1.0869	50
Total	2.7048	2.1130	807

Notes: (a) This table is based on the responses of 807 respondents. 1230 of the students were not asked the question on the number of schools because they had not applied to any additional schools of graduate management in the last three years. 3 persons who reported they were admitted to a greater number of schools than they applied were eliminated from the analysis. 13 persons did not respond to one or both of these questions. (b) Due to weighting of the sample, cell frequencies may not sum to column totals.

2. Sex

Table 2.5 reveals that males are only slightly more likely than females to have applied to additional schools. Forty-two percent of the males applied to additional schools, compared to 37 percent of the females.

Table 2.5 -- Proportion of Respondents who, in the Last Three Years, Applied to any Schools other than their Current School, by Sex of Respondent

Sex of Respondent	Applied To More than One School: Yes	No	Total
Males	41.9	58.1	100.0%
	532	737	1269
Females	36.6	63.4	100.0%
	283	490	773

Notes: This table is based on the responses of 2042 respondents. 11 persons did not respond to one or both of these questions.

Looking only at those who applied to additional schools, Table 2.6 shows that male respondents tend to have applied to a greater number than females. Table 2.6 reveals that males applied to an average of 2.9 additional schools compared to 2.4 for females.

Table 2.6 -- Mean Number of Additional Schools to which Multiple Appliers Applied, by Sex of Respondent

Sex of Respondent	Number of Additional Schools		
	Mean	Standard Deviation	Number of Respondents
Male	2.8815	2.1893	530
Female	2.3847	1.9149	283
Total	2.7086	2.1100	812

Notes: (a) This table is based on the responses of 812 respondents. 1230 of the students were not asked the question on the number of schools because they had not applied to any additional schools of graduate management in the last three years. 3 persons who reported they were admitted to a greater number of schools than they applied were eliminated from the analysis. 8 persons did not respond to one or both of these questions. (b) Due to weighting of the sample, cell frequencies may not sum to column totals.

3. Foreign/Domestic Status

Looking at Table 2.7, notice that foreign students are more likely than domestic students to have applied to additional schools: Over half of the foreign students had applied to other graduate management schools besides the school which they attended at the time of the New Matriculants Survey. In contrast, only about three out of eight domestic students had applied to additional schools. Table 2.8 reveals that, of those who had applied to additional schools, foreign students had applied to a greater average number than domestic students. Foreign students had applied to an average of 4.4 schools compared to 2.4 for domestic students. Thus, foreign students had applied to almost twice the average number of additional schools as domestic students.

Although the scope of this report does not permit extensive investigation of these differences between foreign and domestic students, it does seem appropriate for us to at least list several hypotheses which might partially explain these patterns: (1) It is possible that, in comparison to domestic U.S. citizens, foreign applicants feel that their chances of gaining admission to any particular American business school are low. If so, foreign applicants may compensate for their perceived lower chances of admission at any one school by increasing the number of schools to which they applied. (2) It is possible that foreign applicants are more likely than domestic applicants to be willing to attend a school which is not their first choice. If so, it would be rational for a higher proportion of foreign students than domestic students to apply to schools other than their first choice. (3) We suspect that school admissions officers often give discouraging feedback to persons who have begun the application process but are unlikely to gain admission to their schools. Rational persons who receive such feedback seem unlikely to complete their applications, thereby sparing themselves fruitless effort and expense. However, geographic distance, cultural dissimilarity, and other factors would interfere with transmission of negative feedback to foreign applicants, we suspect, making foreigners more likely than nonforeigners to persist in applying to schools at which they would not gain admission. This, too, would tend to create a higher average number of schools applied to for foreigners than for domestic students.

Table 2.7 -- Proportion of Respondents who, in the Last Three Years, Applied to any Schools other than their Current School, by Domestic/Foreign Student Status

Domestic/ Foreign	Applied to More than One School: Yes	No	Total
Domestic	38.5	61.5	100.0%
	644	1027	1671
Foreign	54.6	45.4	100.0%
	133	111	244

Notes: This table is based on the responses of 1915 respondents. 115 persons were given the short form of the questionnaire which did not include the question on the domestic/foreign status. 23 persons given the long form of the questionnaire did not respond to one or both of these questions.

Table 2.8 -- Mean Number of Additional Schools to which Multiple Appliers Applied, by Domestic/Foreign Student Status

	Number of Additional Schools		
Domestic/ Foreign	Mean	Standard Deviation	Number of Respondents
Domestic	2.3725	1.8507	645
Foreign	4.4332	2.5986	131
Total	2.7210	2.1394	776

Notes: This table is based on the responses of 776 respondents. 1230 of the students were not asked the question on the number of schools because they had not applied to any additional schools of graduate management in the last three years. 3 persons who reported they were admitted to a greater number of schools than they applied were eliminated from the analysis. 44 persons did not respond to one or both of these questions.

4. Race and Ethnicity

Table 2.9 displays the proportion of matriculants of different racial and ethnic backgrounds who applied to more than one graduate school of business or management in the three years prior to the New Matriculants Survey. Among survey respondents, 57 percent of Asian matriculants applied to additional schools, as compared to 38 percent of the White non-Hispanic respondents and 35 percent of the surveyed Blacks. However, it is critical to bear in mind that these percentages are based on relatively small numbers of Black, Hispanic and Asian respondents, reflecting the small number of these students in the MBA matriculant population as a whole. Substantial caution is required in generalizing from these small samples to MBA matriculants in general. Put simply, Table 2.9 strongly suggests that Asians are more likely than others to have applied to more than one school, but it is mute about differences involving Blacks and Hispanics.

Table 2.9 -- Proportion of Respondents who, in the Last Three Years, Applied to any Schools other than their Current School, by Race and Ethnicity

Race/Ethnicity	Applied to More than one School		
	Yes	No	Total
White Non-Hispanic	38.1	61.9	100.0%
	654	1065	1720
Hispanic	47.9	52.1	100.0%
	32	35	67
Black	35.1	64.9	100.0%
	23	42	65
Asian	57.0	43.0	100.0%
	93	70	163
Other	45.4	54.6	100.0%
	13	15	28

Notes: (a) This table is based on the responses of 2041 respondents. 12 persons did not respond to one or both of these questions. (b) The Hispanic category includes 4 non-white Hispanics. The "Other" category includes 22 American Indians in addition to 24 students who identified their race or ethnicity as "other." (c) Due to weighting of the sample, cell frequencies may not sum to row totals.

Table 2.10 presents the mean number of additional schools (other than the respondent's current school) to which students applied, by race-ethnicity subgroup. Again, the small numbers of minority group respondents makes generalization tenuous, so we limit our remarks to the most striking feature of these tables: Asians not only are more likely than other groups to have applied to more than one school, but Asian

multiple appliers tended to have applied to more schools than multiple appliers of other race-ethnicity groups.

Table 2.10 -- Mean Number Of Additional Schools to which Multiple Appliers Applied, by Race and Ethnicity

	Number of Additional Schools		
Race/Ethnicity	Mean	Standard Deviation	Number of Respondents
White Non-Hispanic	2.4723	1.9536	653
Hispanic	2.7140	1.9552	32
Black	2.3181	1.6187	23
Asian	4.4112	2.5848	92
Other	3.1763	1.5872	13
Total	2.7086	2.1100	812

Notes: (a) This table is based on the responses of 812 respondents. 1230 of the students were not asked the question on the number of schools because they had not applied to any additional schools of graduate management in the last three years. 3 persons who reported they were admitted to a greater number of schools than they applied were eliminated from the analysis. 8 persons did not respond to one or both of these questions. (b) Due to weighting of the sample, cell frequencies may not sum to column totals.

5. Family Educational Background

To provide at least a crude measure of the socioeconomic origins and family educational backgrounds of respondents to the New Matriculants Survey, students were

asked to indicate the number of years of school completed by their fathers. In Table 2.11, the proportion of respondents who applied to additional graduate business and management schools is tabulated against father's educational attainment. Looking at that table, notice that the proportion of respondents who applied to more than one school increases rather consistently as father's years of schooling increase (the slight decrease as the high school diploma barrier is crossed is not substantial enough to warrant attention). More specifically, over half of the students whose fathers had a doctorate applied to additional schools, compared to about a third of those whose fathers had a high school degree or less. If we collapse the categories into just two groups, comparing those whose fathers had a college degree or higher to those who did not, we find that 46 percent of the latter applied to additional schools compared to 54 percent of the former.

Table 2.11 -- Proportion of Respondents who, in the Last Three Years, Applied to any Schools other than their Current School, by Highest Level of Education Attained by Father

Father's Level of Education	Applied To More than One School: Yes	No	Total
Did Not Complete High School	33.1 102	66.9 206	100.0% 308
High School Diploma	31.1 129	68.9 287	100.0% 416
Some Post-Secondary	38.8 134	61.2 212	100.0% 347
College Degree	43.5 201	56.5 261	100.0% 462
Master's Degree	47.3 116	52.7 130	100.0% 246
Doctor's Degree	50.9 106	49.1 102	100.0% 208

Notes: (a) This table is based on the responses of 1987 respondents. 66 persons did not respond to one or both of these questions. (b) Due to weighting of the sample, cell frequencies may not sum to row totals.

Table 2.12 displays the average number of additional schools to which multiple appliers applied. Looking at Table 2.12, notice that students whose fathers completed at least a college degree or higher also tended to have applied to a greater number of

additional schools than those whose fathers did not have a college degree. However, understanding and explaining this correlation between a father's education and the number of graduate school applications completed by his adult children is a task which is beyond the scope of this report. We merely report the findings of Tables 2.11 and 2.12 at this time, and defer further investigation of this topic until a later date.

Table 2.12 -- Mean Number Of Additional Schools to which Multiple Appliers Applied, by Highest Level of Education Attained By Father

Father's Level of Education	Number of Additional Schools: Mean	Standard Deviation	Number of Respondents
Did Not Complete High School	2.4435	1.9478	100
High School Diploma	2.4456	1.8395	127
Some Post-Secondary	2.7114	2.2472	134
College Degree	2.9684	2.3519	203
Master's Degree	2.6397	1.8654	118
Doctor's Degree	2.9475	2.2409	106
Total	2.7220	2.1280	787

Notes: (a) This table is based on the responses of 787 respondents. 1230 of the students were not asked the question on the number of schools because they had not applied to any additional schools of graduate management in the last three years. 3 persons who reported they were admitted to more of schools than they applied were eliminated from the analysis. 33 persons did not respond to one or both of these questions. (b) Due to weighting of the sample, cell frequencies may not sum to column totals.

B. School-Related Characteristics and Multiple Application

1. Full- or Part-Time Enrollment Status

Tables 2.13 and 2.14 report the relationship between respondents' status as full-time or part-time student and the number of applications they submitted to graduate schools of business and management. Looking at Table 2.13, notice that full-time students are more than twice as likely as part-time students to have applied to more than one graduate business school. Looking at Table 2.14, observe that multiple appliers who are full-time students also tended to have applied to more schools than multiple appliers who are part-time students (an average of 3.3 additional schools for full-time multiple appliers versus an average of 1.7 additional schools for part-time multiple appliers).

Table 2.13 -- Proportion of Respondents who, in the Last Three Years, Applied to any Schools other than their Current School, by Enrollment Status

Enrollment Status	Applied to More than one School: Yes	Applied to More than one School: No	Total
Full-Time	56.1 498	43.9 390	100.0% 888
Part-Time	27.5 286	72.5 754	100.0% 1040

Notes: This table is based on the responses of 1928 respondents. 115 persons were given the short form of the questionnaire which did not include the question on enrollment status. 10 persons given the long form of the questionnaire did not respond to one or both of these questions.

Table 2.14 -- Mean Number of Additional Schools to which Multiple Appliers Applied, by Enrollment Status

Enrollment Status	Number of Additional Schools: Mean	Standard Deviation	Number of Respondents
Full-Time	3.3022	2.3017	501
Part-Time	1.7402	1.3733	282
Total	2.7399	2.1514	783

Notes: This table is based on the responses of 783 respondents. 1230 of the students were not asked the question on the number of schools because they had not applied to any additional schools of graduate management in the last three years. 3 persons who reported they were admitted to a greater number of schools than they applied were eliminated from the analysis. 37 persons did not respond to one or both of these questions.

2. Accreditation Status and Admission Competitiveness of School in which Student Matriculated

Table 2.15 shows that 67 percent of those enrolled in accredited schools with highly competitive admissions are multiple appliers, compared to 45 percent of those in less competitive accredited schools, and 25 percent of those in unaccredited schools. Thus, students enrolled in highly competitive accredited schools are one and a half times more likely than students enrolled in less competitive accredited schools, and two and three-quarters more likely than students enrolled in unaccredited schools, to have applied to additional schools.

Table 2.15 -- Proportion of Respondents who, in the Last Three Years, Applied to any Schools other than their Current School, by School Accreditation Status and Admission Competitiveness

School Accreditation Status and Admission Competitiveness	Applied to More than one School		
	Yes	No	Total
Highly Competitive,	67.2	32.8	100.0%
Accredited	147	72	218
Less Competitive,	44.5	55.5	100.0%
Accredited	489	610	1100
Not	24.9	75.1	100.0%
Accredited	182	548	730

Notes: (a) This table is based on the responses of 2048 respondents. 5 persons did not answer the question regarding application to additional schools in the past three years. (b) Due to weighting of the sample, cell frequencies may not sum to row totals.

Table 2.16 -- Mean Number of Additional Schools to which Multiple Appliers Applied, by School Accreditation Status and Admission Competitiveness

School Accreditation Status and Admission Competitiveness	Number of Additional Schools: Mean	Number of Additional Schools: Standard Deviation	Number of Respondents
Highly Competitive, Accredited	3.3606	2.1190	148
Less Competitive, Accredited	2.7210	2.1140	487
Not Accredited	2.2082	2.0091	181
Total	2.7236	2.1211	816

Notes: This table is based on the responses of 816 respondents. 1230 of the students were not asked the question on the number of schools because they had not applied to any additional schools of graduate management in the last three years. 3 persons who reported they were admitted to a greater number of schools than they applied were eliminated from the analysis. 4 persons did not respond to the question regarding the number of schools to which they applied.

Table 2.16 shows that, on average, multiple appliers who enrolled in highly competitive accredited schools applied to more schools than multiple appliers enrolled at less competitive accredited schools or unaccredited institutions. Students enrolled in highly competitive accredited schools applied to an average of 3.4 additional schools

compared to an average of 2.7 for students enrolled at less competitive accredited schools and 2.2 for those enrolled in unaccredited schools.

C. Factors Which May Limit Student Mobility and Multiple Application

With some notable exceptions, students must bring themselves to school to attend classes. Thus, the greater the constraints on a person's ability to commute to school, the narrower the geographic range of schools which he or she could attend, other things equal. Since rational people would not apply to schools which they would not attend, we also expect that factors which limit commuting range also would limit the geographic range, and therefore the number, of schools to which students apply, other things equal.

Two of the more obvious examples of these range-limiting factors might include full-time employment, which tends to anchor students to a fixed schedule and geographic location, and marriage, with its well-known demands for time and limitations on geographic mobility. Accordingly, we now briefly examine the relationship between the number of schools to which matriculants applied and their employment and marital status.

1. Employment Status

Table 2.17 explores the relationship between students' labor force participation and the number of graduate management programs to which they applied. Looking at that table, notice that full-time workers are less likely than part-time workers to have made multiple application. Similarly, part-time workers are less likely to have made multiple application than those who do not work for pay.

Table 2.17 -- Proportion of Respondents who, in the Last Three Years, Applied to any Schools other than their Current School, by Employment Status

Employment Status	Applied to More than one School: Yes	No	Total
Full-Time	27.8 335	72.2 872	100.0% 1207
Part-Time	46.7 121	53.3 139	100.0% 260
Not Employed	62.4 355	37.6 213	100.0% 568

Notes: This table is based on the responses of 2035 respondents. 18 persons did not respond to one or both of these questions.

Of those who applied to additional schools, students who are employed full-time applied to fewer schools than students employed part-time or not working for pay. Table 2.18 shows that full-time employees applied to an average of 2.0 additional schools compared to 3.0 for part-time employees and 3.3 students who are not working for pay.

Table 2.18 -- Mean Number of Additional Schools to which Multiple Appliers Applied, by Employment Status

Employment Status	Number of Additional Schools		
	Mean	Standard Deviation	Number of Respondents
Full-Time	2.0167	1.8420	333
Part-Time	3.0158	1.9903	121
Not Employed	3.2574	2.2078	356
Total	2.7116	2.1127	809

Notes: (a) This table is based on the responses of 809 respondents. 1230 of the students were not asked the question on the number of schools because they had not applied to any additional schools of graduate management in the last three years. 3 persons who reported they were admitted to a greater number of schools than they applied were eliminated from the analysis. 11 persons did not respond to one or both of these questions. (b) Due to weighting of the sample, cell frequencies may not sum to column totals.

2. Employer Support for School

Students were asked, "Do you currently receive any type of support for your MBA program from your employer?" Table 2.19 shows that students who receive employer support for school are much less likely to have applied to additional schools than their counterparts who lack employer support. Only two out of seven students

receiving employer support applied to additional schools, as compared to almost one-half of those who do not receive employer support.

Table 2.19 -- Proportion of Respondents who, in the Last Three Years, Applied to any Schools other than their Current School, by Employer Support for School

Employer Support for School	Applied to More than one School		
	Yes	No	Total
Employer Support	28.2 251	71.8 639	100.0% 890
No Employer Support	48.1 351	51.9 378	100.0% 729

Notes: This table is based on the responses of 1619 respondents. 115 persons were given the short form of the questionnaire which did not include the question on employer support for school. 319 persons given the long form of the questionnaire did not respond to one or both of these questions.

Table 2.20 shows that multiple appliers receiving employer support for school also tend to have applied to fewer schools than multiple employers not receiving support. In particular, that table shows that multiple appliers receiving employer support applied to an average of 2.1 additional schools, as compared to an average of 2.9 additional schools for multiple appliers not receiving employer support.

Table 2.20 -- Mean Number of Additional Schools to which Multiple Appliers Applied, by Employer Support for School

Employer Support for School	Number of Additional Schools		
	Mean	Standard Deviation	Number of Respondents
Employer Support	2.1085	2.0218	249
No Employer Support	2.8740	1.9258	352
Total	2.5570	2.0004	600

Notes: (a) This table is based on the responses of 600 respondents. 1230 of the students were not asked the question on the number of schools because they had not applied to any additional schools of graduate management in the last three years. 3 persons who reported they were admitted to a greater number of schools than they applied were eliminated from the analysis. 220 persons did not respond to one or both of these questions. (b) Due to weighting of the sample, cell frequencies may not sum to column totals.

3. Marital Status

Table 2.21 shows that never-married students are much more likely than ever-married students to have applied to additional schools. Nearly half of the students who have never married applied to additional schools; less than a third of the married students and less than a fifth of those who are separated, divorced, or widowed applied to more than one school. It is beyond our scope here to explain the causes of this correlation between marital status and enrollment patterns. For now, we simply note this relationship.

Table 2.21 -- Proportion of Respondents who, in the Last Three Years, Applied to any Schools other than their Current School, by Marital Status

Marital Status	Applied to More than one School: Yes	No	Total
Never Married	48.8% 516	51.2 541	100.0% 1056
Married	31.1 255	68.9 567	100.0% 823
Separated, Widowed, or Divorced	19.1 20	80.9 86	100.0% 106

Notes: (a) This table is based on the responses of 1985 respondents. 68 persons did not respond to one or both of these questions. (b) Due to weighting of the sample, cell frequencies may not sum to row totals.

Table 2.22 shows that multiple appliers who have never married applied to more schools than those who have ever married. Never-married students applied to an average

of 2.9 additional schools compared to 2.3 for married students and 2.4 for those who are separated, widowed, or divorced.

Table 2.22 -- Mean Number of Additional Schools to which Multiple Appliers Applied, by Marital Status

Marital Status	Number of Additional Schools		
	Mean	Standard Deviation	Number of Respondents
Never Married	2.9239	2.1288	517
Married	2.2802	2.1283	253
Separated, Widowed, or Divorced	2.3962	1.1117	20
Total	2.7041	2.1286	790

Notes: This table is based on the responses of 790 respondents. 1230 of the students were not asked the question on the number of schools because they had not applied to any additional schools of graduate management in the last three years. 3 persons who reported they were admitted to a greater number of schools than they applied were eliminated from the analysis. 30 persons did not respond to one or both of these questions.

D. Summary

Sixty percent of the respondents had applied to *no other schools* of graduate management in the last three years other than the one they were currently attending. Thirty-seven percent of those who applied to more than one school applied to only one

other than the school they attended at the time of the survey. And about 60 percent of these multiple-appliers applied to one or two schools other than the school they attended.

There are several characteristics associated with whether a student applied to additional schools, and with the number of additional schools to which students applied. Students who were younger, male, foreign, Asian, enrolled full-time, attended a highly competitive accredited school, and had a college educated father were more likely than their counterparts to have applied to additional schools. These students also applied to a greater number of additional schools. Conversely, factors such as employment status, employer support for school, and marital status, which limit students' mobility, negatively influence whether or not students applied to additional schools. Students who were employed full-time, received employer support for school, and/or have ever been married were less likely than their counterparts to have applied to additional schools. These students also applied to a smaller number of additional schools.

III. DO MULTIPLE ADMITTEES DIFFER FROM MULTIPLE APPLIERS?

In commenting on our preliminary presentations of data from the New Matriculants Survey, many graduate management school admission officers expressed intense interest in the characteristics of students who were admitted to more than one MBA program. We call such students *multiple admittees.* However, detailed examination of multiple admittees would be difficult in this report: Because multiple admittees are relatively uncommon among MBA students, the New Matriculants Survey data does not include many of them, and cross-tabulations of their characteristics tend to be too sparsely-filled to be informative. Rather than agonizing over sparse tabulations or adopting more complex statistical methods which are inappropriate for the intended audience of this report, we use available data to ask if multiple admittees differ substantially from other multiple appliers. If the answer is no (which the next few pages suggest that it is), then we have some empirical justification for directing those who are interested in multiple admittees to data on multiple appliers.

We begin this section by describing the extent of multiple admission in the New Matriculants data, and then search for differences between multiple admittees and other multiple appliers.

A. How Many Are Admitted To More than One School?

Looking at column (1) of Table 3.1, notice that 1508 students had been admitted only to the school which they attended at the time of the survey, leaving some 540 multiple admittees. Also notice that students were admitted to as many as 11 schools, but that the modal number of admissions is one for all students. Column (2) translates the raw frequencies in column (1) into percentages, showing that about three quarters of all students had been admitted to only one school, and that about 88 percent had been admitted to no more than two schools.

In column (3), we provide a percentage distribution analogous to that presented in column (2), but based upon just those persons who applied to more than one school. (The raw frequencies corresponding to these percentages are the same as those in column (1), except for the number who were admitted to one school, which is 279 for column (3).) Looking at column (3), notice that the modal number of admissions for multiple appliers is 2, but that the percentage of multiple appliers who are admitted to two schools is only trivially larger than the percent of multiple appliers who are admitted to only one school (35.5 percent *versus* 34.1 percent). In short, about a third of all multiple appliers who matriculated in MBA or similar programs were admitted to only one school,

and about two-thirds of multiple appliers who matriculated were admitted to two or more schools.

Looking at column (4) of Table 3.1, notice that the modal number of admissions is two for multiple admittees. About 54 percent of multiple admittees were admitted to only one school other than the school which they attended at survey time, and more than 75 percent of multiple admittees report that they had been admitted to no more than two schools other than the school which they attended at the time of the survey.

Table 3.1 -- Number of Schools to which all Respondents, Multiple Appliers, and Multiple Admittees were Admitted

Total Number of Schools to which admitted	No. of Respondents (1)	Percent of all Respondents[a] (2)	Percent of Multiple Appliers[b] (3)	Percent of Multiple Admittees (4)
1	1508	73.7	34.1	na[c]
2	291	14.2	35.5	53.9
3	119	5.8	14.6	22.1
4	62	3.0	7.6	11.5
5	29	1.4	3.6	5.4
6	23	1.1	2.8	4.3
7	9	.4	1.1	1.6
8	2	.1	.2	.4
9	2	.1	.2	.3
10	1	.0[d]	.1	.2
11	2	.1	.2	.3
Total	2047	100.0%	100.0%	100.0%

Notes: [a]Percent of all respondents who answered this question. [b]Percent of all multiple appliers who applied and were admitted to at least one school in addition to the school they attended at the time of the survey; percentages in this column are based on frequencies which are identical to those in the far left column of this table, except that the entry in the first row is 279 instead of 1508. [c]By definition, multiple admittees were admitted to at least one school. [d]Due to weighting of the sample, this nonzero number rounds to zero. (a) This table is based on 2047 persons who responded to this question. 3 persons who reported that they were admitted to a greater number of schools than to which they applied were eliminated from this tabulation. (b) Due to rounding, percents may not sum to exactly 100.0%. (c) Due to weighting of the sample, cell frequencies may not sum to column totals.

B. Demographic Characteristics and Multiple Admissions

Our attention now focuses on demographic characteristics of individuals (age, sex, race-ethnicity, country of origin, length of labor force experience, and socioeconomic background as measured by the respondent's father's education), part- or full-time enrollment status, admissions competitiveness and accreditation status of the school which the individual attended at the time of the New Matriculants Survey, and, for employed individuals, whether or not student's employer defrays MBA program expenses.

1. Age

Table 3.2 displays the age distributions of multiple admittees and multiple appliers who were not admitted to more than one school. These distributions are not substantively or statistically different from each other, and therefore suggest no pattern of systematic age differences between multiple admittees and other multiple appliers.

Table 3.2 -- Proportion of Multiple Appliers who, in the Last Three Years, were Admitted to Additional Schools, by Age on January 1, 1986

Age Group	Admitted to More than One School: Yes	Admitted to More than One School: No
23 and under	27.1% 146	22.3% 62
24 through 26	36.5 196	38.0 105
27 through 30	22.6 121	23.9 66
31 through 35	8.3 45	7.8 22
36 and over	5.4 29	8.0 22
Total	100.0% 537	100.0% 276

Notes: (a) This table is based on the responses of 813 respondents. 1230 of the students were not asked the question on admittance because they had not applied to any additional schools of graduate management in the last three years. 10 persons did not respond to one or both of these questions. (b) Due to rounding, percents may not sum to exactly 100.0%. (c) Due to weighting of the sample, cell frequencies do not always sum to column totals.

2. Sex

Table 3.3 shows the percentages of males and females among multiple appliers who are and are not also multiple admittees. The sex distributions of these two groups are quite similar (about two-thirds are males) and within the range of variation which would be expected on the basis of sampling error.

Table 3.3 -- Proportion of Multiple Appliers who, in the Last Three Years, were Admitted to Additional Schools, by Sex of Respondent

Sex of Respondent	Admitted to More than one School: Yes	Admitted to More than one School: No
Male	64.2% 347	67.3% 187
Female	35.8 193	32.7 91
Total	100.0% 540	100.0% 278

Notes: (a) This table is based on the responses of 818 respondents. 1230 of the students were not asked the question on admittance because they had not applied to any additional schools of graduate management in the last three years. 5 persons did not respond to one or both of these questions. (b) Due to rounding error, percentages do not sum to exactly 100%.

3. Race and Ethnicity

Table 3.4 displays the race-ethnicity distribution of multiple admittees and other multiple appliers. Percentages are approximately the same in both columns of this table,

and suggest no substantial differences between the ethno-racial distributions of multiple admittees and multiple appliers who were admitted to only one school.

Table 3.4 -- Proportion of Multiple Appliers who, in the Last Three Years, were Admitted to Additional Schools, by Race and Ethnicity

Race/Ethnicity	Admitted to More than one School	
	Yes	No
White Non Hispanic	78.8%	83.7%
	426	233
Hispanic	4.3	3.2
	23	9
Black	3.0	2.4
	16	7
Asian	11.9	10.2
	64	28
Other	2.0	0.5
	11	1
Total	100.0%	100.0%
	540	278

Notes: This table is based on the responses of 818 respondents. 1230 of the students were not asked the question on admittance because they had not applied to any additional schools of graduate management in the last three years. 5 persons did not respond to one or both of these questions.

4. Foreign/Domestic Status

Table 3.5 compares the foreign/domestic status of multiple admittees and other multiple appliers. For both multiple admittees and multiple appliers who were admitted to only one school, slightly more than 80 percent of the students are domestic.

Table 3.5 -- Proportion of Multiple Appliers who, in the Last Three Years, were Admitted to Additional Schools, by Domestic/Foreign Student Status

Domestic/ Foreign	Admitted to More than one School: Yes	Admitted to More than one School: No
Domestic	82.3%	84.2%
	422	226
Foreign	17.7	15.8
	81	43
Total	100.0%	100.0%
	512	269

Notes: (a) This table is based on the responses of 781 respondents. 1230 of the students were not asked the question on admittance because they had not applied to any additional schools of graduate management in the last three years. 42 persons did not respond to one or both of these questions. (b) Due to weighting of the sample, cell frequencies do not always sum to column totals.

5. Family Educational Background

Table 3.6 reports results relating to the level of schooling achieved by the fathers of multiple appliers who were, and were not, admitted to more than one MBA or similar program. Comparing the two columns of percentages in this table, we find no meaningful pattern of differences. At least as far as father's education is concerned, multiple admittees do not appear to be different from other multiple appliers.

Table 3.6 -- Proportion of Multiple Appliers who, in the Last Three Years, were Admitted to Additional Schools, by Highest Level of Education Attained by Father

Father's Level of Education	Admitted to More than one School: Yes	Admitted to More than one School: No
Did not Complete High School	11.2% 59	16.2% 43
High School Diploma	16.3 86	16.3 43
Some Post-Secondary	15.8 83	19.3 51
College Degree	27.4 145	22.0 58
Master's Degree	14.0 74	16.0 42
Doctoral Degree	15.3 81	10.1 27
Total	100.0% 528	100.0% 265

Notes: (a) This table is based on the responses of 793 respondents. 1230 of the students were not asked the question on admittance because they had not applied to any additional schools of graduate management in the last three years. 30 persons did not respond to one or both of these questions. (b) Due to rounding, total percents may not sum to exactly 100.0%. (c) Due to weighting of the sample, cell frequencies may not sum to column totals.

C. School-Related Characteristics and Multiple Admissions

1. Full- or Part-Time Enrollment Status

Table 3.7 shows the relationship between full-time enrollment status of multiple appliers and whether or not they had been admitted to more than one school. This table reveals no substantial association between these two characteristics: For full-time as well as part-time students, about two out of three multiple appliers were admitted to more than one school.

Table 3.7 -- Proportion of Multiple Appliers who, in the Last Three Years, were Admitted to Additional Schools, by Enrollment Status

	Admitted to More than one School		
Enrollment Status	Yes	No	Total
Full-Time	67.3 338	32.7 164	100.0% 502
Part-Time	62.6 179	37.4 107	100.0% 286

Notes: This table is based on the responses of 788 respondents. 1230 of the students were not asked the question on admittance because they had not applied to any additional schools of graduate management in the last three years. 35 persons did not respond to one or both of these questions.

2. Accreditation Status and Admissions Competitiveness of School in which Student Matriculated

Table 3.8 tabulates percentages of multiple admittees among multiple appliers, by accreditation status and admissions competitiveness of the school in which the student was enrolled at survey time. Notice that the probability of having experienced multiple

admissions varies with admissions competitiveness and accreditation status of the school which the student attends. For readers who expect that more able students tend to attend schools with more competitive admissions than less able students, and that more able students are also more likely to experience multiple admissions, this result probably is not unexpected. Perhaps more surprising, though, is the finding that a substantial proportion (22 percent) of multiple appliers at the most competitive accredited schools were accepted at only one school. Admission to one elite, highly competitive school does not, it seems, indicate a generalized ability to obtain admissions at all schools to which one applies.

Table 3.8 -- Proportion of Multiple Appliers who, in the Last Three Years, were Admitted to Additional Schools by School Accreditation Status and Admission Competitiveness

Accreditation Status and Admissions Competitiveness of Current School	Admitted to More than one School		
	Yes	No	Total
Highly Competitive, Accredited	77.7 115	22.3 33	100.0% 148
Less Competitive, Accredited	66.6 327	33.4 164	100.0% 490
Not Accredited	55.2 101	44.8 82	100.0% 184

Notes: (a) This table is based on the responses of 822 respondents. 1230 of the students were not asked the question on admittance because they had not applied to any additional schools of graduate management in the last three years. 1 person did not respond to the question on admittance to an additional school. (b) Due to weighting of the sample, cell frequencies do not sum to row totals.

In Table 3.9, we compare the admissions competitiveness and accreditation status of the schools which multiple admittees attended to those characteristics of the second-

choice school to which those students were admitted: That is, rows of Table 3.9 indicate different levels of admissions competitiveness and accreditation status of the school at which the respondent was enrolled at the time of the survey, and columns of the table indicate different levels of admissions competitiveness and accreditation status of the school which respondents indicate was their second choice among the schools which admitted them.

Looking at Table 3.9, notice that the second choice schools are usually *but not always* equal or lower in admissions competitiveness and accreditation status than the school attended. An example of this exception can be found in the bottom row of the table. Notice that, for 53.3 percent of those who attend unaccredited schools, the second choice among schools to which they were admitted was accredited. Similarly, for 10 percent of those who attend less competitive accredited schools, the second choice school was an elite accredited school with highly competitive admissions. So it seems that for many students, the "right" school is not necessarily the one which is highest on the ladder of accreditation and admissions competitiveness.

Table 3.9 -- Competitiveness & Accreditation of Second-Choice School by Competitiveness and Accreditation of School Currently Enrolled

Accreditation Status and Admissions Competitiveness of Current School	Accreditation Status and Admission Competitiveness of Second-Choice School: Highly Competitive, Accredited	Less Competitive, Accredited	Not Accredited	Total
Highly Competitive, Accredited	55.7 62	36.2 41	8.2 9	100.0% 112
Less Competitive, Accredited	10.0 32	65.8 210	24.2 77	100.0% 318
Not Accredited	0.0 0	53.3 54	46.7 47	100.0% 101

Notes: (a) This table is based on the responses of 532 respondents. 1508 of the students were not asked the question about the second choice school because they had not applied or been admitted to any additional schools of graduate management in the last three years. 13 persons did not respond to one or both of these questions. (b) Due to rounding, percents may not sum to exactly 100.0%. (c) Due to weighting of the sample, cell frequencies may not sum to row totals.

D. Employment Characteristics and Multiple Admissions

1. Employment Experience

Table 3.10 shows percentages of multiple appliers who were admitted to more than one graduate management program, by length of full-time work experience. Variation in these percentages does not surpass the fluctuations that would be expected on the basis of chance, given sample sizes shown in this table. Accordingly, we

conclude that Table 3.10 shows no evidence of a statistical relationship between work experience and multiple admission among matriculants who applied to more than one graduate school of business.

Table 3.10 -- Proportion of Multiple Appliers who, in the Last Three Years, Were Admitted to Additional Schools, by Length of Employment Experience

Length of Employment Experience	Admitted to More than one School: Yes	Admitted to More than one School: No	Total
None	71.3 117	28.7 47	100.0% 165
1-24 Months	68.8 127	31.2 58	100.0% 185
25-48 Months	61.8 123	38.2 76	100.0% 199
49 Months or More	63.3 142	36.7 82	100.0% 224

Notes: (a) This table is based on the responses of 773 respondents. 1230 of the students were not asked the question on admittance because they had not applied to any additional schools of graduate management in the last three years. 50 persons did not respond to one or both of these questions. (b) Due to weighting of the sample, cell frequencies do not always sum to row totals.

2. Employer Support for School

Table 3.11 tabulates the percentage of multiple appliers who were admitted to more than one MBA-type program for matriculants who do, and do not, receive

employer support for their education. Looking at this table, note that there is no apparent relationship between multiple admission and employer support.

Table 3.11 -- Proportion of Multiple Appliers who, in the Last Three Years, Were Admitted to Additional Schools, by Employer Support for School

Employer Support for School	Admitted to More than one School: Yes	No	Total
Employer Support	66.8 169	33.2 84	100.0% 253
No Employer Support	64.0 226	36.0 127	100.0% 353

Notes: This table is based on the responses of 605 respondents. 1230 of the students were not asked the question on admittance because they had not applied to any additional schools of graduate management in the last three years. 218 persons did not respond to one or both of these questions.

E. Summary

Three quarters of all students who matriculated in MBA-type programs had been admitted to only one school, and about 88 percent had been admitted to no more than two schools. Among multiple appliers, about a third were admitted to only one school, and about two-thirds were admitted to two or more schools. Narrowing our focus to multiple admittees, we find that about 54 percent were admitted to only one school other than the school which they attended at survey time. Thus, a surprisingly small number of students are multiple appliers, and even fewer are multiple admittees.

The main point in this section is that among students who matriculate in MBA or similar programs, we find no evidence of systematic differences between multiple admittees and multiple appliers who were admitted to only one school. The distributions on background characteristics such as age, sex, race/ethnicity, country of origin, father's educational background, and employment experience were not substantially different for multiple admittees and multiple appliers. Further, no differences were found between these two groups in the proportions who were enrolled full-time versus part-time, or who did or did not receive support for their education from their employer. However, multiple admittees and multiple appliers did differ with respect to the proportions of each enrolled in different types of schools. The probability of having experienced multiple admissions varied inversely with admissions competitiveness and accreditation standing of the school which the student attended. That is, students who were enrolled in highly competitive accredited schools were more likely to have been admitted to additional schools than students enrolled in other types of schools. Parenthetically, the second-choice schools of multiple admittees were usually but *not always* the same or lower in admissions competitiveness and accreditation status than the school they attended.

It is useful to refer to the results in the previous section of this chapter in viewing the results from this section. Table 3.12 summarizes these findings. The row variables represent characteristics of students which might influence the column variables: (1) Who is more likely to be a multiple applier? (2) Among multiple appliers, who applied to a greater number of schools? (3) In what ways are multiple admittees different from multiple appliers? For example, looking at row (1) and column (1), we find that younger students are more likely to be multiple appliers than are older students. Referring to row (1) and column (2), we see that younger multiple appliers apply to a greater number of schools than older multiple appliers. Finally, row (1) and column (3) shows no evidence that the age distribution of multiple admittees is different from the age distribution of multiple appliers.

Table 3.12 -- Summary of Findings in Section II and III

Characteristics of Students	Who is More Likely to be a Multiple Applier? (1)	Among Multiple Appliers, Who Applied to a Greater Number of Schools? (2)	How do Multiple Admittees Differ from Multiple Appliers? (3)
Age	Young	Young	n.d.
Sex	Males	Males	n.d.
Ethnicity	Asians	Asians	n.d.
Domestic/ Foreign Status	Foreign	Foreign	n.d.
Father's Education	College	n.d.	n.d.
Enrollment Status	Full-Time	Full-Time	n.d.
Type of School	Highly Competitive	Highly Competitive	Highly Competitive

continued ...

Table 3.12 continued ...

Characteristics of Students	Who is More Likely to be a Multiple Applier? (1)	Among Multiple Appliers, Who Applied to a Greater Number of Schools? (2)	How do Multiple Admittees Differ from Multiple Appliers? (3)
Employer Support	No	No	n.d.
Employment Status	Not Working	Not Working	---
Work Experience	---	---	n.d.
Marital Status	Never Married	Never Married	---

Notes: (a) n.d. = no significant difference
(b) --- = not tested

IV. REASONS MULTIPLE ADMITTEES DID *NOT* ENROLL IN THE SECOND-CHOICE SCHOOL

A. Reasons for Not Enrolling

The New Matriculants Survey asked multiple admittees why they chose *not* to attend the school which they designated as their second choice among the graduate management schools which admitted them. Respondents were permitted to indicate up to three reasons for not enrolling in the second-choice school, and those reasons were coded according to the 15 response categories described earlier in this chapter. In the next few pages, we report those reasons and some of their correlates.

In Table 4.1, we report the percentage of respondents who mention each reason type at least once, as well as the total number of times that each type of reason is mentioned by all respondents. Looking at the top row of this table, notice that more respondents mention school location than any other type of reason. More precisely, 26.3 percent of all respondents mention location-related reasons at least once. Looking at the second and third rows of the table, notice that just under a quarter of the respondents mention financial reasons and just under a fifth mention reasons related to the perceived educational quality of the school.

Table 4.1 -- Proportion of Multiple Admittees Mentioning Various Reasons for Not Enrolling in their Second-Choice School

Reason	Number of Times Reason Mentioned	Percent of Respondents Mentioning Reason at Least Once
Location	128	26.3
Financial Reasons	120	24.6
School Quality	92	18.9
School Prestige	62	12.7
Program Length	34	7.1
Time Schedule	25	5.2
Curriculum	22	4.5
Degrees Offered	18	3.7
Familiarity	14	2.9
Better Resources	13	2.7
Accredited Programs	12	2.4
Good Instructors	10	2.0
References	7	1.5
GMAT Scores	1	0.1
Other	184	37.6
Total	744	

Notes: (a) This table is based on the responses of 488 respondents. 1534 of the students were not asked this question because they had not applied or had not been admitted to any additional schools of graduate management in the last three years. 31 persons did not respond to this question. (b) Since students could give up to three answers, column percents sum to more than 100%.

In Table 4.2 and subsequent tables in this section, we merge reason categories into three major types (reasons related to perceived school quality, reasons related to the cost or convenience of attending a school, and other reasons). Looking at Table 4.2, notice that cost and convenience factors are mentioned by more multiple admittees than school quality factors. In particular, 41.7 percent of the multiple admittees mention

school quality reasons at least once, and that 55.1 percent mention reasons related to the cost or convenience of attending the school.

Table 4.2-- Percent of Multiple Admittees who Mention Quality-Related Reasons and Percent of Multiple Admittees who Mention Cost or Convenience-Related Reasons for Not Enrolling in their Second-Choice School

Reason Category	Mentioned at Least Once	Not Mentioned At All	Total
School Quality Reasons	41.7 204	58.3 285	100.0% 488
School Cost or Convenience Reasons	55.1 269	44.9 219	100.0% 488

Notes: (a) This table is based on the responses of 488 respondents. 1534 of the students were not asked this question because they had not applied or had not been admitted to any additional schools of graduate management in the last three years. 31 persons did not respond to these questions. (b) Due to weighting of the sample, cell frequencies may not sum to row totals.

In Table 4.3, we find that respondents tend to mention quality-related reasons *or* cost/convenience factors, but not both: 344, or 71 percent, of multiple admittees mentioned cost/convenience reasons *or* quality reasons; about one-fifth as many (64, or 13 percent) mentioned *both* types of factors.

Table 4.3 -- Percent of Multiple Admittees who Mention Various Combinations of School Quality and School Cost or Convenience as Reasons for Not Enrolling in their Second-Choice School

	School Cost or Convenience Reasons		
School Quality Reasons	Mentioned At Least Once	Not Mentioned At All	Total
Mentioned at Least Once	13.2 64	28.5 139	41.7% 204
Not Mentioned At All	42.0 205	16.4 80	58.3% 285
Total	55.1 269	44.9 219	100.0% 488

Notes: (a) This table is based on the responses of 488 respondents. 1534 of the students were not asked this question because they had not applied or had not been admitted to any additional schools of graduate management in the last three years. 31 persons did not respond to these questions. (b) Due to rounding, percents may not sum to exactly 100.0%. (c) Due to weighting of the sample, cell frequencies may not sum to row totals.

In Table 4.4, we restrict our attention to the first, and therefore presumably the most important, reason mentioned for not attending the second-choice school. Table 4.4 tells much the same story as Tables 4.1 and 4.2: respondents mention school quality reasons less frequently than reasons related to the cost or convenience of attending the school.

Table 4.4 -- First Mentioned Reason for Not Enrolling in their Second-Choice School

Reason Category	Number	Percent
School Quality Reasons	165	33.8
School Cost or Convenience Reasons	213	43.7
Other	110	22.6
Total	488	100.0%

Notes: (a) This table is based on the responses of 488 respondents. 1534 of the students were not asked this question because they had not applied or had not been admitted to any additional schools of graduate management in the last three years. 31 persons did not respond to this question. (b) Due to rounding, percents may not sum to exactly 100.0%.

In Table 4.5, we cross-tabulate multiple admittees' answers to two school choice questions. Rows of the table indicate first reasons for choosing to matriculate in the school which these respondents attended at the time of the New Matriculants Survey. Columns of the table indicate their first reasons for choosing *not* to attend their second-choice school. Looking at Table 4.5, notice that overlap between these two types of reasons is substantial but far from complete: For example, of those who report perceived quality-related reasons for attendance of the first-choice school, about a third (33.7 percent) report that they chose not to attend their second-choice school for reasons related to cost and/or convenience. So it seems that both types of reasons may affect the decision of multiple admittees, even if both are not cited as reasons for choosing to attend the first-choice school.

Table 4.5 -- First Mentioned Reason for Not Enrolling in their Second-Choice School by First Mentioned Reason for Enrolling in the School in which Respondent Ultimately Matriculated

Reason for Enrolling in School in which Student Matriculated	Reason For Not Enrolling in Second-Choice School: School Quality	School Cost or Convenience	Other	Total
School Quality	48.6 107	33.7 74	17.8 39	100.0% 220
School Cost or Convenience	18.3 36	57.7 113	24.1 47	100.0% 197
Other	31.6 21	34.6 23	33.8 22	100.0% 65

Notes: (a) This table is based on the responses of 482 respondents. 1534 of the students were not asked this question because they had not applied or had not been admitted to any additional schools of graduate management in the last three years. 37 persons did not respond to one or the other of these questions. (b) Due to rounding, percents may not sum to exactly 100.0%. (c) Due to weighting of the sample, cell frequencies may not sum to row totals.

B. Differences Among Multiple Admittees in Reasons for Not Enrolling

1. Age

Table 4.6 shows the relationship between students' age and first reason for not enrolling in their second-choice school. These limited results do not seem to suggest any systematic age-related pattern of differences in the proportion of students who based these decisions on their perceptions of quality differences between the management schools which admitted them. Small numbers of multiple admittees over 26 years of age

make it difficult to generalize from this table to all matriculants who were admitted to more than one MBA program.

Table 4.6 -- Students' First Reason for Not Enrolling in their Second-Choice School, by Age on January 1, 1986

Age Group	Reason for Not Enrolling in Second-Choice School: School Quality	School Cost or Convenience	Other	Total
23 and under	34.8	50.0	15.2	100.0%
	49	70	21	139
24 through 26	38.5	38.1	23.4	100.0%
	68	68	41	177
27 through 30	30.2	42.3	27.5	100.0%
	33	46	30	109
31 through 35	20.5	48.0	31.5	100.0%
	8	19	12	39
36 and over	28.7	45.4	25.9	100.0%
	6	9	5	21

Notes: (a) This table is based on the responses of 485 respondents. 1534 of the students were not asked this question because they had not applied or had not been admitted to any additional schools of graduate management in the last three years. 34 persons did not respond to one or the other of these questions. (b) Due to weighting of the sample, cell frequencies may not sum to row totals.

2. Sex

Table 4.7 tabulates matriculants' sex by their first reasons for not enrolling in the second-choice school. Sex differences shown in this table are not greater than random differences that would be expected on the basis of sampling error.

Table 4.7 -- Students' First Reason for Not Enrolling in their Second-Choice School, by Sex of Respondent

Sex of Respondent	Reason for Not Enrolling in Second-Choice School: School Quality	School Cost or Convenience	Other	Total
Males	35.4	40.3	24.3	100.0%
	110	125	75	310
Females	30.8	49.4	19.9	100.0%
	54	87	35	175

Notes: (a) This table is based on the responses of 485 respondents. 1534 of the students were not asked this question because they had not applied or had not been admitted to any additional schools of graduate management in the last three years. 34 persons did not respond to one or the other of these questions. (b) Due to weighting of the sample, cell frequencies may not sum to row totals. (c) Due to rounding, percents may not sum to exactly 100.0%.

3. Full- or Part-Time Enrollment Status

Table 4.8 tabulates matriculants' reasons for not enrolling in the second-choice school by their full-time/part-time enrollment status. Both full-time and part-time multiple admittees are less likely to cite reasons of perceived school quality than reasons related to school cost or convenience. Differences between full-time and part-time

students shown in this table are not greater than random differences that would be expected on the basis of sampling error.

Table 4.8 -- Students' First Reason for Not Enrolling in their Second-Choice School, by Enrollment Status

Enrollment Status	Reason for Not Enrolling in Second-Choice School: School Quality	School Cost or Convenience	Other	Total
Full-Time	35.3 117	41.6 138	23.1 76	100.0% 331
Part-Time	30.6 48	48.0 76	21.4 34	100.0% 158

Notes: This table is based on the responses of 488 respondents. 1534 of the students were not asked this question because they had not applied or had not been admitted to any additional schools of graduate management in the last three years. 31 persons did not respond to one or the other of these questions.

4. Accreditation Status and Admission Competitiveness of School in which Student Matriculated

Table 4.9 tabulates matriculants' reasons for not enrolling in the second-choice school by the accreditation status and admission competitiveness of the school which they attended at the time of the New Matriculants Survey. This table shows no substantial differences between multiple admittees who matriculated at unaccredited schools and multiple admittees who matriculated at less competitive accredited schools. But Table 4.9 does indicate that multiple admittees at accredited schools with the most competitive admissions are more likely than other multiple admittees to report that they decided not to attend their second-choice school for reasons related to the perceived

quality of that school. However, virtually one half of those who attend the most competitive accredited schools do not cite a quality-related factor as their first reason for not attending their second-choice school. In short, even among multiple admittees who attend institutions with the most competitive admissions standards, perceptions of school quality seem to be only some of the several factors which affect the decision not to attend the second-choice school.

Table 4.9 -- Students' First Reason for Not Enrolling in their Second-Choice School, by School Accreditation Status and Admissions Competitiveness

School Accreditation Status and Admission Competitiveness	Reason for Not Enrolling in Second-Choice School			
	School Quality	School Cost or Convenience	Other	Total
Accredited, Most Competitive	52.6 56	29.8 32	17.6 19	100.0% 107
Accredited, Less Competitive	27.6 82	47.7 142	24.7 74	100.0% 298
Not Accredited	31.8 27	46.8 39	21.4 18	100.0% 84

Notes: This table is based on the responses of 488 respondents. 1534 of the students were not asked this question because they had not applied or had not been admitted to any additional schools of graduate management in the last three years. 31 persons did not respond to one or the other of these questions.

C. Summary

More multiple admittees mentioned cost/convenience factors than school quality factors as reasons for choosing *not* to attend the school which they designated as their second choice among graduate management schools which admitted them. Further, when

we look at the combination of respondents' reasons for not enrolling in their second-choice school, we find they tended to mention perceived quality-related reasons or cost/convenience reasons, but not both. Even when we restrict our attention to respondents' first, and presumably most important, reason for not attending the second-choice school, we again find respondents mentioned school quality reasons less frequently than reasons related to cost or convenience of attending the school. Yet, of those who report quality related reasons for attendance of the first-choice school, about a third report that they chose not to attend their second-choice school for reasons related to cost or convenience. So it seems that both types of reasons may affect the decisions of multiple admittees.

The results do not seem to suggest any systematic differences among respondents, based on age, sex, or enrollment status, in their reasons for not enrolling in their second-choice school. However, we find that multiple admittees at accredited schools with the most competitive admissions are more likely than other multiple admittees to report that they decided not to attend their second-choice school for reasons related to the perceived quality of that school.

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